

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: January 4 – 8, 2015

WEEK: 19

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON		NO SCHOOL TEACHER IN SERVICE DAY			
TUES	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.	<b>Do Now:</b> PU new vocabulary list and PPT reductions  <b>Opening/Tie-in:</b> Scaffold MA 1 a  <b>Work Session:</b> 1. Student take notes from PPT handouts to be discussed below 2. Lecture/Discussion – Measuring the Nation's Output (PDF PPT Ch 13-1) [1-15] 3. Ch 13-1, Qs 3,4,5, p. 348 4. Work on vocabulary  <b>Closing:</b> Complete Qs if not finished and look over notes for group work tomorrow ( <i>Power Block: Freakonomics – read pp. 195-199; answer “What makes Levitt different?”</i> )	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Vocabulary sheets PPT reductions Smartboard PDF PPT Textbook Freakonomics	<b>Formative:</b> Teacher Observation Q&A Freakonomics Q  <b>Summative:</b>
WED	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate supply and aggregate demand.	<b>Do Now:</b> What does the C stand for in the GDP formula?  <b>Opening/Tie-In:</b> Today we use groups determine where in the formula these real world examples fit...  <b>Work Session:</b> 1. GDP & How to Measure – Capstone 33 • Top three Qs in <b>WG</b> (model explanation of answer) • Remaining 12 Qs in <b>SG</b> (4 groups, 3 problems each; group explanations) 2. Ch 13 Review the Facts 1,2,3,4 p. 370  <b>Closing:</b> ( <i>Power Block: Freakonomics – read pp. 199-203; answer “Why does Levitt’s ideas make people mad?”</i> )	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Capstone 33 handout Textbook Freakonomics	<b>Formative:</b> Teacher Observation Q&A Group results Freakonomics Q  <b>Summative:</b>
THUR	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate	<b>Do Now:</b> What does NX or F stand for in the GDP formula?  <b>Opening/Tie-In:</b> Today we take the next step and continue GDP work as individuals  <b>Work Session:</b> 1. Morton 12 – All About GDP <b>Ind</b> 2. Review and have students break down answers – what and how <b>WG</b> (GDP Quiz Friday)  <b>Closing:</b> What issues do you still have with determining what and how with the GDP? ( <i>Power Block: Freakonomics – read pp. 203-206; answer “Why did he say Levitt may not need a unifying theme?”</i> )	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Morton 12 handout Freakonomics	<b>Formative:</b> Teacher Observation Q&A Morton 12 results Freakonomics Q  <b>Summative:</b>
FRI	<b>SSEMA 1</b> The student will illustrate the means by which economic activity is measured. b. Define Gross Domestic Product (GDP), economic growth, unemployment, Consumer Price Index (CPI), inflation, stagflation, and aggregate	<b>Do Now:</b> PU Quiz and answer sheet  <b>Opening/Tie-In:</b> Today is a formative assessment on GDP  <b>Work Session:</b> 1. GDP Quiz 2. Turn in Qs from p. 348 (3,4,5) and p. 370 (RtF 1-4) 3. Continue work on vocabulary  <b>Closing:</b> Any final questions brought up by the quiz? Next week we continue on measurements of price, unemployment and inflation ( <i>Power Block: Freakonomics – read pp. 206-210; answer “Is black culture a cause of racial inequality or is it a consequence?”</i> )	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	GDP Quiz Freakonomics	<b>Formative:</b> GDP Quiz Textbook Qs Freakonomics Q  <b>Summative:</b>